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ABSTRACT

This guide provides introductory information on developmental and cultural issues that may affect evaluation of culturally and linguistically diverse children for special education services under the Individuals with Disabilities Education Act (IDEA). Although much of the information in this document may be useful for determining instruction and strategies, the primary focus is on helping teams determine a student's eligibility for special education services. It begins by reviewing developmental and cultural issues that may affect a student. Then, relevant IDEA requirements are discussed, including requirements for administering tests in the native language of the child unless it is clearly not feasible to do and providing notices and evaluation reports in the parents' native language. The next section discusses referral for evaluation for infants and toddlers and for school-age children. Language considerations, cultural considerations, instructional considerations, and developmental considerations are highlighted. The last major section deals with evaluation considerations. Each section lists references and additional resources that might be useful. The guide also includes a list of state and national resources in the area of teaching English as a second language (ESL), including interpreters and translators, and a glossary of associated terms. Appendices include an ESL screening interview checklist and a home language survey. (CR)

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cultural and linguistic diversity and IDEA

AN EVALUATION RESOURCE GUIDE

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INTRODUCTION

Missouri is becoming a more culturally diverse state. This diversity is reflected in the student population, where more than 7,600 culturally and linguistically diverse (CLD) students served by public schools across the state now speak more than 80 languages. The cultural and linguistic differences of these students make them unique but also at risk for misidentification as needing special education services.

Preschool children and school-aged students who are CLD can be misidentified as having learning difficulties and inappropriately found to be eligible for special education and related services. It is also difficult to determine eligibility for First Steps, Missouri's system for infants and toddlers with disabilities and their families, when children are from homes where English is not the primary language. The following scenarios illustrate some potential problems in determining eligibility for special education services.

Carlos is a new middle school student who has recently moved into a rural community of Missouri. His family, including three brothers and two sisters, has relocated to the Midwest from a large city in Mexico. His mother and father are working in the community's new poultry processing plant. At first Carlos was quiet, but as he has become more familiar with his new school, he has become more outgoing and at times inappropriate in his behavior. Occasionally he seems to be "testing the limits," trying to navigate his way through this new and sometimes alien-seeming American school system and understand what is expected of him. In team meetings Carlos' math teacher has expressed concern that Carlos seems to understand simple addition and subtraction concepts but has difficulty grasping the beginning algebra concepts that other students in the class are now learning. The teacher is uncertain if Carlos' difficulty may be attributed to his former schooling experiences in Mexico, limited English comprehension skills, cultural differences, a learning disability, or a combination of these factors.

Eva recently enrolled in a Title I preschool in an urban area of Missouri. She is a war orphan from Bosnia, recently adopted by American parents. Conflict has been a way of life in her home country during most of her life and she shows symptoms of trauma associated with war. Eva has a limited English vocabulary and seems shy and withdrawn from classmates. Her receptive language skills appear to be more advanced than her expressive language in English at this time. It is difficult to determine whether her reticence to talk can be attributed to a language deficiency, the shyness associated with being a new student, her war experiences, the culture shock of being brought to a new country, a language disability, or a combination of these factors.

Carlos and Eva are among a growing minority of culturally and linguistically diverse children now populating both rural and urban areas across Missouri. The 1997 Limited English Proficient Student Census indicated a trend of at least a 10 percent increase in the number of Limited English Proficient students enrolled in Missouri public schools over the past year (DESE, 1998). The full educational census data is available at the

Missouri Department of Elementary and Secondary Education (DESE) web site: http://services.dese.state.mo.us/divinstr/fedprog/.

As the population of the state continues to become more diverse, it becomes increasingly important to be sensitive to students' diverse learning styles, communication patterns, cultural beliefs, family backgrounds, and styles of interaction reflective of diverse cultures (Kottler, 1994).

The Missouri DESE receives numerous questions regarding how to evaluate children whose primary language is not English to determine if they are eligible for special education or First Steps. Some typical questions include:

- Is it necessary to use a test instrument that is standardized in the child's primary language?
- Is it appropriate to use a test normally used for identification as long as there is a translator?
- How can a translator be located for low incidence languages?
- How can you distinguish between a language disorder and a language difference?

To address these questions, the Missouri DESE convened a committee of educators experienced in the area of CLD. The committee decided to develop a resource document that would help early intervention personnel and educators appropriately assess children whose primary language is not English.

This guide provides introductory information on developmental/cultural issues and evaluation of CLD children. While much of the information in this document may be useful for determining instruction and strategies, the primary focus of this guide is on helping teams determine if a child is eligible under the Individuals with Disabilities Education Act (IDEA). Each section lists the references used to develop the content as well as additional resources that might be useful. Most of the resources are available for loan from the Center for Innovations in Special Education (CISE) and have a loan package (LP) number listed. The guide also includes a list of state and national resources in the area of teaching English as a second language, including interpreters and translators, and a glossary of associated terms.

We have not attempted to develop a comprehensive manual or oversimplify what others have written on conducting culturally competent assessments. By utilizing existing resources and the basic information provided in this document, it is hoped that culturally competent assessments will lead to appropriate identification of children who are eligible for First Steps and special education.

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Kottler, L. (1994). *Children with limited English: Teaching strategies for the regular classroom*. Thousand Oaks, CA: Corwin Press.

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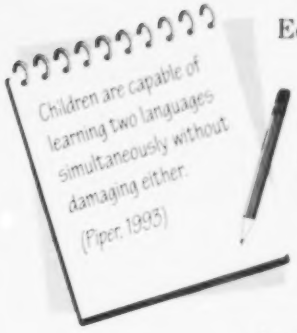
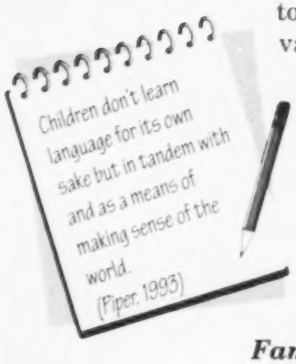
DEVELOPMENTAL AND CULTURAL ISSUES

Every child has unique characteristics, strengths, and needs. In turn, these children come from families who also have unique characteristics, concerns, and priorities that may be constantly shifting and changing. As a result of these cultural variations, children and their families bring very different strengths and needs to their interactions with educators (Lynch & Hanson, 1998; Sileo & Sileo, 1996).



Every child also has a cultural, ethnic, linguistic, and racial identity. Educators observing, evaluating, and teaching an increasingly diverse population of children in Missouri need to demonstrate knowledge and understanding, sensitivity, and respect for these differences in their approach to children and their families in order to be successful in meeting their individual learning needs (Lynch & Hanson, 1998). To understand the cultural and linguistic context of a child's behavior and language during observation and evaluation of the child, a family's unique cultural perspective needs to be understood and respected. Cultural factors to consider include the family's acculturation, prior history with discrimination, family structure, behavioral and developmental expectations, disciplinary styles, and etiology of disabilities. Linguistic factors to consider include communication patterns and linguistic differences. Socioeconomic factors that influence the family are also important to consider (Salend & Taylor, 1993).

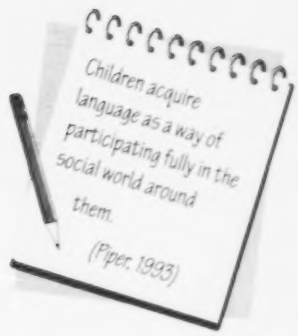
When working with families, also consider the family's approach to the concept of time, the amount of independence of family members, the attitude toward privacy of feelings, the view of child rearing responsibilities, the value system regarding equity, the degree of parental involvement, the preferences in sharing information, and the style of decision making (Sileo & Sileo, 1996).



Dramatic variations also exist in lifestyles within identified cultural groups. Failure to recognize the diversity within cultures can result in stereotyping families and making preconceptions that reduce opportunities for cross-cultural understanding and competence (Slentz, 1997). For example:

Family is a concept that varies across cultures, such as:

- Social and blood relations
- Temporary and permanent members
- Extended and nuclear structures
- Gender and age hierarchies
- Extent of identification with the family group
- Sources of formal and informal support



Childrearing practices reflect the cultural context, including:

- Who serves as primary caregivers
- Who educates young children
- Expectations for independence
- Explanations for behaviors

Health, illness, and disability are interpreted within a framework of cultural beliefs, such as:

- Explanation for illness
- Definitions of wellness
- Responses to disability

For cultures that have spiritual rather than physical explanations, Western medicine does not address the perceived causes of the illness/disability (Slentz, 1997).

The IDEA includes requirements that call for school districts and early intervention providers to consider cultural issues within the evaluation and identification process of CLD children suspected of having a disability. **Table 1** highlights some of these requirements.

TABLE 1
IDEA REQUIREMENTS

- Teams may not use a single procedure as the sole criterion for determining whether a child is a child with a disability.
- Tests and other evaluation materials and procedures should be administered in the native language of the child or by another mode of communication, unless it is clearly not feasible to do so. Tests should be selected and administered so as not to be racially or culturally discriminatory and be administered by trained and knowledgeable personnel.
- Copies of notices and evaluation reports must be given to the parent in the parent's native language or through a translator.
- A child shall not be determined to be a child with a disability if the determinant factor is limited English proficiency. (Part B)

REFERENCES

Individuals with Disabilities Education Act (IDEA) 1997. 42 U.S.C. Section 1400 *et seq*.

Lynch, E. W., & Hanson, M. J. (Eds.). (1998). *Developing cross-cultural competence*. Baltimore: Paul H. Brookes. (CISE LP 1076)

Piper, Terry. (1993) *And then there were two – Children and second language learning*. Markham, Ontario: Pippin Publishing Ltd. (CISE LP 12033)

Salend, S. J., & Taylor, L. (1993). Working with families: A cross-cultural perspective. *Remedial and Special Education 14* (5), 25-32.

Sileo T. W., & Sileo, A. (1996). Parent and professional partnerships in special education: Multicultural considerations. *Intervention in School and Clinic, 31*(3), 145-154.

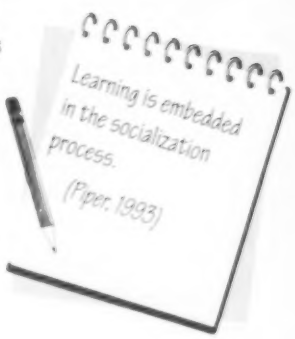
Slentz, K. (1997). *Evaluation and assessment in early childhood special education: Children who are culturally and linguistically diverse*. Olympia, WA: Office of Superintendent of Public Instruction.

REFERRAL FOR EVALUATION

Infants and Toddlers

State regulations implementing Part C of the IDEA address the procedure for referral to determine eligibility for First Steps. Infants and toddlers may be referred to First Steps by parents, physicians, or anyone who suspects the child might have a developmental delay or a condition that has a high probability of resulting in a developmental delay or disability.

In some cases, the child will have been screened or evaluated prior to the referral to First Steps. For example, a parent educator who works with Parents as Teachers may have screened the child and detected concerns in one or more areas of development. Also, the child may have received an Early and Periodic Screening, Diagnostic, and Treatment (EPSDT) screening through his or her physician or perhaps a comprehensive evaluation through a hospital or early intervention program. In other cases, such as some parent referrals, no prior screening or evaluation will have occurred, and the First Steps service coordinator will coordinate all necessary evaluations for the eligibility determination purposes. Part C of IDEA requires that the evaluation be completed and an Individualized Family Service Plan (IFSP) be developed for eligible children within 45 days of the referral to First Steps.



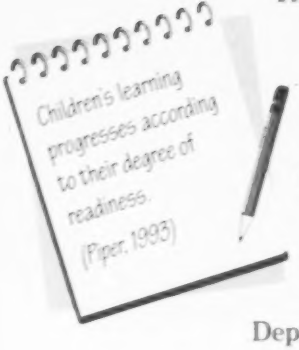
Individuals conducting any screening, evaluation, or assessment for infants and toddlers who are culturally or linguistically diverse need to be aware of and utilize effective practices in approaching these processes (see "Considerations for Assessment of Young Children" on page 13.)

School Age

State regulations implementing Part B of the IDEA address the procedure for referral to determine eligibility for special education. The classroom or preschool teacher, parent/legal guardian, or any other individual who has relevant knowledge about the child's educational performance can make a referral.

While it may often be difficult to determine if a referral for special education evaluation is appropriate, the decision is further complicated for young children and school-age students who are culturally and linguistically diverse (CLD). According to Wilkinson and Ortiz (in Gonzalez, Brusca-Vega, & Yawkey, 1997), students who are CLD are frequently suspected of having a learning disability when in fact the problems may be related to acquiring two languages simultaneously, socioeconomic factors, educational opportunities, nutrition, and health care. It is not uncommon for children to experience

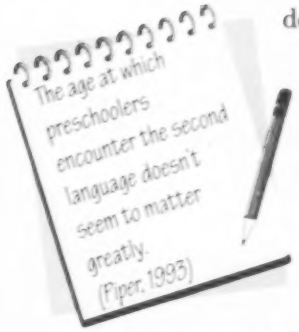
delays when learning two languages. In addition to screening information, other factors should be considered to assist in differentiating if the student's learning problems are due to a disability or normal second-language learning. A problem solving approach may be helpful in addressing these considerations. The following are areas to consider.



Language considerations

To evaluate a student with limited English proficiency who may have a disability, it is important to first determine the student's primary language and proficiency in English. This helps determine if the disability is evident in the primary language rather than present in the learning of the second language. If the disability is evident in the student's primary language, then instruction for implementation of the Individualized Education Program (IEP) should be provided in that language (Iowa Dept. of Education, 1998).

Initial identification of children who are CLD involves use of a screening tool, such as the ESL Screening Interview Checklist used in the Warrensburg School District (see Appendix I). Another widely used screening tool is the Home Language Survey (Iowa Dept. of Education, 1998) which asks basic questions related to the student's language (see samples in Appendix II). This survey also is available from ESL Advisory Services and Center for Innovations in Special Education in Spanish, Serbo-Croation, Laotian, Hmong, German, French, and Vietnamese (see State and National Resources on page 20). Survey results will indicate if the student is considered English language proficient or should be referred for further assessment to determine if the student is limited English proficient. A student's language proficiency refers to his or her knowledge of the English language and ability to use the language in listening, speaking, reading, and writing (North Carolina State Dept. of Public Instruction,1996).

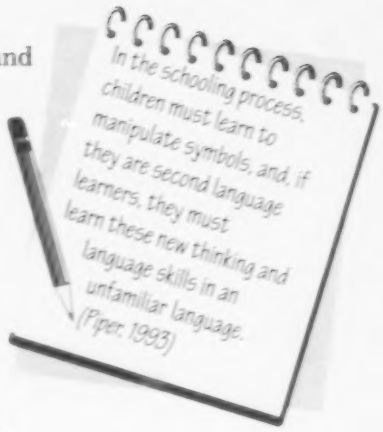


Information also can be gathered by talking with the parents about the child's proficiency at home compared to siblings. If the child also exhibits problems in the first language, then it is possible a disability exists. Documentation in both languages that support the reason for referral is recommended. According to Slentz (1997), some indications that the problem is *not* a language disorder include:

- Skill in the first language is comparable to same age peers
- The level of language proficiency is similar to peers who have been learning English for the same amount of time
- Communication in the first language with family members is sufficient
- The child is developing English language at a rate comparable to young English-speaking children

Cultural considerations

Cultural relevancy plays a role in student performance. Educators and providers should consider how a child's culture affects his or her perspective. The age at which children begin school, the role education plays, the rate of learning, and the type of learning environment varies among different cultures. Educators should use a multi-cultural approach to instruction and consider how a child's cultural background affects performance.


In the schooling process, children must learn to manipulate symbols, and if they are second language learners, they must learn these new thinking and language skills in an unfamiliar language.
(Piper, 1993)

Instructional considerations

It is important to determine if the learning problems observed are due to the child's limitations or the lack of instructional strategies appropriate for children who have cultural or linguistic differences.

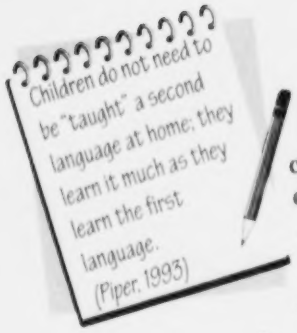
The length of time a child has been in school and the amount of instruction in his first and second language can impact performance. Parents can be asked how the child's general functioning compares with siblings or peers from the same culture. If the child previously attended school in his or her native country, was there evidence of any learning difficulty? Likewise, educators can assess how the child suspected of having a disability performs compared to other students who are CLD who have been in a school a comparable length of time and who have received relatively the same amount of bilingual instruction.

Examining the overall performance of all CLD students in a classroom or building can also provide valuable information. If CLD students consistently perform at a low level, then the curricula or instructional strategies may be inappropriate for meeting the individual needs of these students. Further, if instruction is occurring only in English, this can contribute to learning problems. As noted by Ortiz & Garcia (1988), research indicates that instruction in the first language provides a foundation for acquiring second language skills.

Developmental considerations

If there is evidence of a developmental delay or disability such as mental retardation or cerebral palsy, then referral to special education evaluation is appropriate. However, cultural differences in development should also be considered. What is developmentally appropriate in one culture may not be the same in the child's native culture.

It is important to thoroughly assess whether a referral for evaluation is warranted. To determine if the child's learning problems are due to a disability rather than language, cultural, or instructional deficiencies requires that information be gathered from a variety of sources, including classroom and ESL teachers, the child's parents, community members, and others familiar with the child's culture.

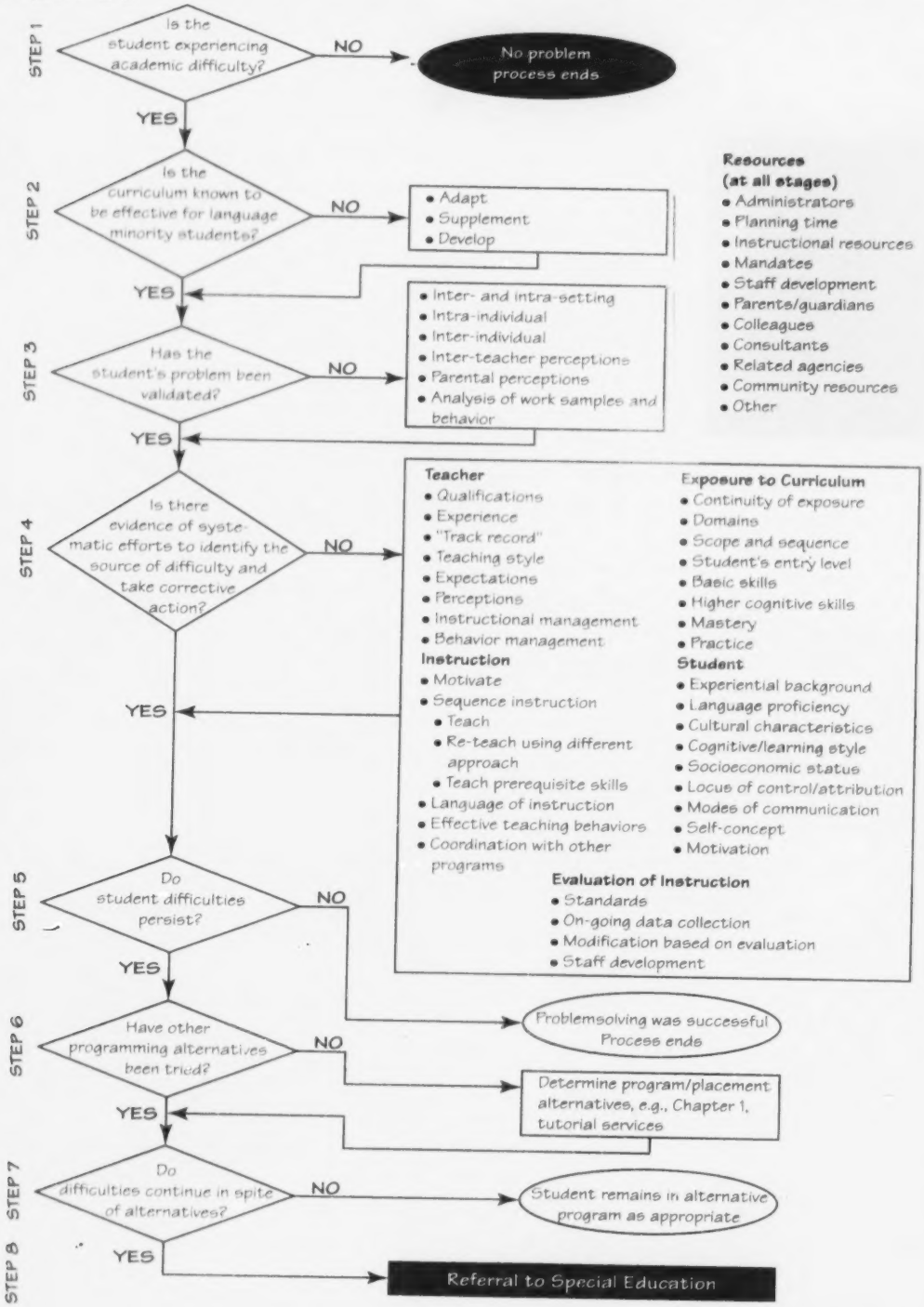


According to Pierangelo and Giuliani (1998), the evaluation team should consider including the following when making a referral for a child who is culturally and linguistically diverse:

- Reason for the referral, including test results in both languages as appropriate
- Records or reports upon which the referral is based
- Home language survey indicating the home language(s)
- Level of language proficiency
- Extent to which the child/student has received native language instruction and/or ESL services prior to the referral
- List of experiential and/or enrichment services for students from diverse cultural and experiential backgrounds
- Description of efforts to involve parents prior to referral
- Amount of time and extent of services in an academic program for children who have had little or no formal schooling
- Length of residency in the United States and prior school experience in the native country and in an English language school system
- Attempts to remediate performance prior to referral, including any supplemental aids or support services

The Ortiz flowchart on the following page offers guidance on appropriate referral for special education services for culturally and linguistically diverse students.

PREVENTING INAPPROPRIATE PLACEMENTS OF LANGUAGE MINORITY STUDENTS IN SPECIAL EDUCATION: A PREREFERRAL PROCESS



Ortiz & Garcia, 1988

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Slentz, K. (1997, January). *Evaluation and assessment in early childhood special education: Children who are linguistically diverse*. Olympia, WA: State Superintendent of Public Instruction. (CISE LP 12266)

ADDITIONAL REFERRAL RESOURCES

Baca, L. M., & Almanza, E. (1991). *Language minority students with disabilities*. Reston, VA: Council for Exceptional Children. (CISE LP 12012)

Cloud, N. (1988, December). *ESL in special education*. East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED 303 044).

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EVALUATION CONSIDERATIONS

Procedures for assessing students who are culturally and linguistically diverse need to be "especially thoughtful and thorough ... from initial observations and interpretations of behavior to formalized evaluations." Careful time and effort needs to be taken to avoid confusing differences in culture and language with disabilities or delays in development (Slentz, 1997). When evaluating a child to determine eligibility for First Steps or special education, a variety of issues must be considered. For more information about the evaluation process for First Steps or special education see the State Plan for the IDEA (MO-DESE, 1995-1997).

Their Future...Our Guidance: An Iowa IEP Guidebook (1998) recommends the following questions be addressed during the assessment of culturally and linguistically diverse students:

- What is the language history of the student?
- What are the literacy strengths of the home?
- What language is the student using for interaction?
- What is the language the student thinks in?

The guidebook recommends that language assessment include comparisons of reading, writing, speaking, and understanding across the student's primary and secondary languages. Skills should be assessed across all contexts with the realization that "language skills may vary from zero to literate depending on the context and the environmental expectations" (Iowa Dept. of Education, 1998). All of these issues should be considered throughout the evaluation process for early intervention and special education services.

CONSIDERATIONS FOR ASSESSMENT OF YOUNG CHILDREN

The California Early Language Development Assessment Process (Tabors, 1997) has outlined the following guidelines for the assessment of bilingual preschoolers. These guidelines are applicable for infants as well as school-age students.

- Assessment must be developmentally and culturally appropriate.
- The child's bilingual linguistic background must be taken into consideration in any authentic assessment of oral language proficiency.
- The goal must be to assess the child's language or languages without standardizing performance, allowing children to demonstrate what they can do in their unique way.

- A fully contextualized account of the child's language skills requires the involvement of parents and family members, the students themselves, teachers, and staff in providing a detailed picture of the context of language learning and the resources that are available to the child.

McLean (1998) presents a checklist of ten items for early childhood educators to use to ensure that a referral is based upon complete information about the child. The information in this checklist is pertinent for children of all ages.

CHECKLIST OF INFORMATION NEEDED PRIOR TO REFERRAL FOR SPECIAL EDUCATION

INFORMATION	YES	NO
Adequate information about the language dominance and proficiency of family members has been obtained and, if needed, an interpreter/translator has been identified to facilitate communication with the family.	❑	❑
Information about the language dominance and proficiency of other caregivers or children who interact routinely with the child has been identified.	❑	❑
The family has been asked to share their impressions of the child's development.	❑	❑
With the family's permission, other service providers and caregivers have been asked to share their impressions of the child's development.	❑	❑
If needed, a cultural guide has been asked to help interpret the child's behavior.	❑	❑
All developmental domains, including hearing and vision, have been screened.	❑	❑
Screening for language proficiency and dominance has been completed.	❑	❑
The child has been observed both in the early childhood setting and at home.	❑	❑
The child has had sufficient time to become accustomed to the linguistic and social environment of the early childhood setting.	❑	❑
The child's social, cognitive, and motor skills have been observed in situations where language comprehension is not required.	❑	❑

ALTERNATIVE ASSESSMENTS

Standardized tests have historically underestimated the abilities of linguistically diverse students, and tests which accommodate students' linguistic and cultural characteristics are often unavailable (Ortiz, 1991). The *CLiDES Handbook* (1998) states that when tests are used, student performance "must be compared to that of other language minority learners of the same cultural group who speak the same dialect and who have had similar opportunities to hear and use English." Although the number is growing, few commercial tests are currently available in languages other than English, and the majority of these have not been standardized on second language children living in the United States. Thus, standardized tests, if used, should only be one part of a multifaceted assessment. An alternative to the use of formal assessment instruments is the use of informal assessments which "emphasize the collection of data which are naturalistic, flexible, open, idiosyncratic, and descriptive rather than numerical and standardized." Informal assessments may include teacher observations, work sample analyses, criterion-referenced tests, checklists, informal inventories, parent/family interviews, questionnaires, and/or task analyses (Fairfax County Public Schools, 1998). The Assessment and Intervention Model for the Bilingual Exceptional Student (AIM for the BESt) proposes that comprehensive evaluations "include both norm-referenced assessment and systematic, informal measures to increase the likelihood of an accurate diagnosis" (Guerin & Maier, 1983; Ortiz, 1991).

Examples of informal data collection procedures suggested by Rydell (1991) include:

- Observation-based assessment
- Interview-based assessment
- Curriculum-based assessment

Whether standardized and/or nonstandardized assessments are used, it is important to clearly document the type of assessment, methods of data collection used, and results.

ASSESSMENT RESOURCES

School district personnel and First Steps providers may need to access some or all of the following resources to address assessment considerations addressed in this document.

- Formal evaluation instruments standardized in the child's native language.
- Informal evaluation procedures such as classroom observations, work sample analyses, criterion-referenced tests, checklists, information inventories, interviews, questionnaires, and/or task analyses.

- Interpreter to conduct informal assessments. (If an interpreter is used, every effort should be made to use the same interpreter throughout the process to establish a consistent rapport with the student and his or her family.)
- Interpreter to allow participation of the child's parent in providing information about the child in the evaluation process.
- Videotaped or live interaction of the parent (or other person proficient in the child's language) with the child, in order to obtain a language sample, determine behavioral characteristics, etc.
- Translator to translate written documentation that is presented to the parent, e.g. the evaluation report and the documentation of the determination of disability.
- Written materials that describe characteristics of the child's culture.

INTERPRETER AND TRANSLATOR RESOURCES

School districts and others involved in the evaluation and identification process of CLD children often are without nearby or immediate access to trained individuals who may assist with the evaluation process by interpreting or translating information. The following may be helpful resources:

- Language minority students, foreign language majors, interpreters, and translators at colleges and universities
- Internet web pages
- Yellow pages
- Interpreter and translator directories (see State and National Resources on page 20)
- Legal firms
- Courthouses
- Immigration services
- Social services agencies
- Public health offices and hospitals
- Local libraries
- Churches

INTERNET RESOURCES ON ASSESSMENT

Assessment and Evaluation on the Internet
www.ericae.net/intbod.stm

EAC East Resource List
Using Alternative Assessment with English Language Learners
www.gwu.edu/~eaceast/reslist/alter.html

ERIC Clearinghouse on Assessment and Evaluation
www.ericae.net/mail.htm

An Examination of Assessment of Limited English Proficient Students Special Issues Analysis Center, Task Order Report, March 28, 1994
www.ncbe.gwu.edu/miscpubs/siac/lepasses.htm

Handbook of English Language Proficiency Tests
www.ncbe.gwu.edu/miscpubs/eacwest/elptests.htm

The Language Tester's Guide to Cyberspace
www.surrey.ac.uk/ELI/cybertxt.html

Language Testing
www.ling.lancs.ac.uk/staff/visitors/kenji/test.htm

Language Tests for English Language Learners
www.tcom.ohiou.edu/OU_Language/english/tests.html

NCLRC Foreign Language Testing Database
www.cal.org/db/FLT/FLT-DIR.HTM

Resource in Language Testing
www.surrey.ac.uk/ELI/ltr.html

REFERENCES

Fairfax County Public Schools (1998, October). *Culturally and linguistically diverse exceptional students (CLiDES) handbook*. Fairfax, VA: Author.

Guerin, G. H. & Maier, A. S. (1983). *Informal assessment in education*. Palo Alto, CA: Mayfield Publishing Co.

Iowa Department of Education (1998). *Their future...our guidance: An Iowa IEP guidebook*. Des Moines: Author. (CISE LP 2096)

McLean, M. (1998). Assessing young children for whom English is a second language. *Young exceptional children, 1*(3), 20-25.

Missouri Department of Elementary and Secondary Education (1995-97). *State plan for part B of the Individuals with Disabilities Education Act*. Jefferson City, MO: Author. (CISE LP 254)

Ortiz, A. (1991). *AIM for the BESt: Assessment and intervention model for the bilingual exceptional student: A handbook for teachers and planners from the Innovative Approaches Research Project*. Austin, TX: Department of Special Education. (CISE LP 12275)

Rydell, L. (1991). The least biased assessment: Implications for special education. *Cross-cultural special education series, 4*. Sacramento, CA: Resources in Special Education. (CISE LP 12773)

Slentz, K. (1997). *Evaluation and assessment in early childhood special education: Children who are culturally and linguistically diverse.* Olympia, WA: Office of Superintendent of Public Instruction. (CISE LP 12266)

Tabors, P. O. (1997). *One child, two languages: A guide for preschool educators of children learning English as a second language*. Baltimore: Paul H. Brookes. (LP 12212)

ADDITIONAL EVALUATION RESOURCES

Artiles, A. J., & Zamora-Duran, G. (Eds.). (1997). *Reducing disproportionate representation of culturally diverse students in special and gifted education*. Reston, VA: Council for Exceptional Children. (CISE LP 12213)

- From tests to talking in the classroom; Assessing communicative competence
- When behavior differences are not disorders

Fradd, S. H., & McGee, P. L. (1994). *Instructional assessment: An integrative approach to evaluating student performance.* Reading, MA: Addison-Wesley. (CISE LP 12116)

Garcia, E. E., & Mclaughlin, B. (1995). *Meeting the challenge of linguistic and cultural diversity in early childhood education.* New York: Teachers College Press. (CISE LP 12053)

- Assessment of bilingual children: A dilemma seeking solutions

Gonzalez, V., Brusca-Vega, R., & Yawkey, T. (1997). *Assessment and instruction of culturally diverse students with or at-risk of learning problems: From research to practice.* Needham Heights, MA: Allyn & Bacon. (CISE LP 12231)

- Separating mild disabilities from cultural and linguistic differences: Assessment problems and approaches
- Separating mild disabilities from cultural and linguistic differences: Recommended alternative assessment practices

Hamayan, E. V., & Damico, J. S. (1991). *Limiting bias in the assessment of bilingual students*. Austin, TX: Pro-ED. (CISE LP 12011)

- Theoretical considerations for theassessment of LEP student with special needs
- Practical considerations for the assessment of LEP students with special needs
- Educational assessment

Kottler, E. (1994). *Children with limited English: Teaching strategies for the regular classroom*. Thousand Oaks, CA: Corwin Press, Inc. (CISE LP 12050)

Leung, B. P. (1996). Quality assessment practices in a diverse society. *Teaching Exceptional Children*, *28*(3), 42-45.

Missouri Department of Elementary and Secondary Education (1998). *1997 limited English proficient student census*. Jefferson City, MO: Author.

Missouri Department of Elementary and Secondary Education. (1998). *Working with language minority students: A handbook for educators*. Jefferson City, MO: Author. (LP 12069)

Also available on the Missouri Department of Elementary and Secondary Education web site at www.dese.state.mo.us/divinstr/fedprog/discretionarygrants/bilingual-esol/LEPman.htm

- Identifying and assessing language minority students
- Home language survey
- Student oral language observation matrix

Moore, S. M., Beatty, J., & Perez-Mendez, C. (1995). *Developing cultural competence in early childhood assessment*. Boulder: University of Colorado. (CISE LP 12262)

- Conducting a non-biased assessment
- Values essential to the assessment process
- From one team to another: Questions and answers about the non-biased assessment process
- Information from the classroom: Assessment considerations for second language learners
- Developing locally-normed assessment instruments: A brief overview of the process

North Carolina State Department of Public Instruction (1996). *English as a second language resource guide: A handbook for serving Limited English-Proficient students*. North Carolina: Author.

Pierangelo, R., & Guiliani, G. (1998). *Special educator's complete guide to 109 diagnostic tests*. West Nyack, NY: Center for Applied Research in Education.

- Bilingualassessment
- Bibliography of ability tests

State Education Department, The University of the State of New York (1997). *New York state guidelines for services for culturally and linguistically diverse preschool students with disabilities ages 3-5*. Albany, NY: Author.

STATE AND NATIONAL RESOURCES

The following resources are provided for your information only. No endorsement is implied.

MISSOURI INTERPRETING/TRANSLATION SERVICES

Calvin International Communications, Inc.
869 Plymouth Rock
St. Louis, MO 63131
(314) 725-9466
Fax: (314) 725-9103

Calvin International Communications provides English, Spanish, French, German, and Portuguese translation and interpreter services.

David E. Nunez
211 W. 132nd Street
Kansas City, MO 64146
(816) 941-8585
Fax: (816) 941-7887

Mr. Nunez provides Spanish/English translation and interpreter services to schools, agencies, etc.

German Language Communications
6556 Odell Street
St. Louis, MO 63139
(314) 647-7608, (314) 451-5115
Fax: (314) 647-7608, (314) 451-5594

German Language Communications provides a variety of language translation and interpreter services.

International Institute "Language Links"
3800 Park Avenue
St. Louis, MO 63139
(314) 773-9090
Fax: (314) 773-4081

The International Institute provides interpretation and translation services to hospitals, police departments, social service agencies, businesses, and the general public.

Language Link Corporation
Penn Tower Office Center
3100 Broadway, Suite 110
Kansas City, MO 64111
(816) 753-3122
Fax: (816) 753-3262

Language Link Corporation, founded in 1989, is locally owned and operated by experts in the field of foreign languages. Language Link is active in national foreign language professional associations. The company participates in community service, with an emphasis on education, culture, and economic development.

Laura L. Valenti
Laclede County Sheriff's Department
240 N. Adams
Lebanon, MO 65536
(417) 532-2311
Fax: (417) 532-6719

Ms. Valenti provides Spanish/English translation and interpreter services to schools, law enforcement, courts, public service agencies, etc.

Ly-Pieknin Translation Services
P.O. Box 3722
Ballwin, MO 63022-3722
(314) 394-5334
Fax: (314) 527-3981

M. Ly-Pieknin provides Vietnamese/English translation and interpreter services to schools, agencies, etc.

Missouri Interpreters
5650 A South Sinclair Road
Columbia, MO 65203-8611
(573) 442-6216, (888) 442-6200
Fax: (573) 442-8091
e-mail: mo-interpreters@cultureguides.com
www.cultureguides.com

Missouri Interpreters is a foreign language translation service created in response to an array of language related needs in the legal, medical, social service, and business fields.

The Rivka Network
6635 Washington Ave., # 2W
University City, MO 63130
(314) 862-4295
Fax: (314) 935-5125
e-mail: RivkaNet@aol.com

The Rivka Network provides Russian/English and Yiddish/English translation and interpreter services to schools, agencies, etc.

Terry H. Kipper
P.O. Box 12069
Kansas City, MO 64152-0069
(816) 741-7268
Fax: (816) 505-1070

Japanese/English translation and interpreter services are provided to schools, businesses, agencies, etc.

MISSOURI RESOURCES

ESL Advisory Services
Department of English and Philosophy
Central Missouri State University
Warrensburg, MO 64093
(877) HELP-LEP

ESL Advisory Services, which responds to hotline requests, can assist in helping a school begin the evaluation process when it enrolls a non-English student for the first time, make information and materials available to assess language skills of the student, suggest curriculum resources to use in teaching culturally and linguistically diverse students, assist schools in the development of policies for educating culturally and linguistically diverse students, make on-site visits to help schools explore new options in serving culturally and linguistically diverse students, and provide information for teachers on professional development opportunities in the state and K-12 ESOL endorsement opportunities.

Mid-America Teachers of English to Speakers of Other Languages (MIDTESOL)
Washington University
One Brookings Dr., Campus Box 1083
St. Louis, MO 63130
(314) 935-4813
e-mail: rosas@artsci.wustl.edu
www.metpro.com/midtesol

The MIDTESOL is a regional professional organization for those concerned with the teaching of English as a second or foreign language and of standard English as a second dialect. The organization also sponsors a conference for educators.

Migrant Education in Missouri
P.O. Box 480
Jefferson City, MO 65102-0480
(573) 751- 9437

The Migrant Education in Missouri program is part of a national program that provides supplemental educational and support services to eligible migrant children. The program services include preschool programs, individual tutorial and classroom instruction, before and after school programs, career awareness, career education, crosscultural education, ESL, library services, summer school programs, supportive health services, Parent Advisory Council, and Spanish translating and interpreting services.
Migrant Centers:
Monett, (417) 235-6534
Sedalia, (660) 829-0713
Malden, (573) 276-5228

Missouri ESOL Clearinghouse
Center for Innovations in Special Education
Parkade Center, Suite 152
601 Business Loop 70 West
Columbia, MO 65211-8020
(573) 884-7275, (800) 976-2473 (MO only)
e-mail: mocise@missouri.edu
www.coe.missouri.edu/~mocise/library/

This project includes a lending library collection of more than 200 professional development and curriculum-oriented resources for teachers; including books, videotapes, and other materials in the area of assessment, interventions, teacher training, multicultural literature, and cultural diversity/awareness. The clearinghouse also offers a speakers / consultant directory of educators across the state with expertise in ESOL issues. Requests for various kinds of assistance are matched with regional individuals who have corresponding ESOL expertise. The center also provides workshops for ESOL educators.

Project INTERACT
TESOL/ESL Department
Southeast Missouri State University
One University Plaza MS 2250
Cape Girardeau, MO 63701-4799
(573) 651-5127
www2.semo.edu/interact/geninfo.html

The purpose of Project INTERACT is to provide training for classroom teachers in how to teach language through the content area, especially math and science. The training is to lead to endorsement in ESOL or to assist those who have begun their training in TESOL to complete the M.A. degree. It also is designed to provide the participants with opportunities to network with their colleagues from across the state, the region, or the nation. While urban areas are served under the grant, it also is the intent of the grant to see that the rural areas which are currently attracting migrants and refugee/immigrant populations are served.

Special Education School Improvement Section
Missouri Department of Elementary and Secondar y Education
P. O. Box 480
Jefferson City, MO 65102
(573) 751-4909, FAX (573) 526-5946
www.dese.state.mo.us/divspeced/improve.html

Area special education supervisors can assist with IDEA compliance issues and questions about the special education process for school age children.

Early Childhood Special Education Section
Missouri Department of Elementary and Secondar y Education
P. O. Box 480
Jefferson City, MO 65102
(573) 751-0185, FAX (573) 526-4404
www.dese.state.mo.us/divspeced/ecse.html

Early childhood special education supervisors can assist with questions about First Steps and early childhood special education.

Title VII-Bilingual-ESOL Program
Missouri Department of Elementary and Secondary Education Division of Instruction—Federal Programs
Jefferson City, MO 65102
(573) 751-8251
e-mail: jjudd@mail.dese.state.mo.us
http://www.dese.state.mo.us/divinstr/fedprog/discretionarygrants/bilingual-esol/index.html

This program administers state and federal grants and offers assistance to school districts to meet MSIP standards and service culturally and linguistically diverse students. The program's web site includes the annual state LEP census data, grant information, MISP standards, the Missouri Language Minority Handbook, and an "Ask us a Question" feature.

Bilingual/ESL Special Education Teacher Training Project
Western New Mexico University, Department of Education
P.O. Box 680
Silver City, NM 88062
(505) 538-6128

This project is to expand a bilingual/English as a Second Language version for teachers of students with moderate special needs. Trainees will be 30 special education, general education, and bilingual education teachers, primarily from minority backgrounds, who wish to obtain a masters degree in bilingual special education.

Bueno Center for Multicultural Education
University of Colorado, School of Education
Campus Box 249
Boulder, CO 80309-0249
(303) 492-5416
e-mail: BUENOCTR@Colorado.EDU
www.colorado.edu/education/BUENO/indexfr.html

The Bueno Center for Multicultural Education strongly promotes quality education with an emphasis on the value of cultural pluralism in our schools through a comprehensive range of research, training, and service projects. The center also disseminates research findings and related information through various programs.

Building Language and Literacy Skills During the Early Childhood Years: Preparing Children with Disabilities for Success in Early Elementary School
University of Montana
Division of Educational Research and Service
School of Education of Montana
Missoula, MT 59812
(406) 243-5344

The purpose of this project is to develop a model for fostering emerging literacy skills in young children with disabilities. The model will feature development of mentally appropriate and culturally sensitive play, storytelling, and reading materials, with family support provided to encourage involvement in the early literacy activities of the children.

Center for Applied Linguistics (CAL)
4646 40th Street, N.W.
Washington, DC 20016-1859
(202) 362-0700
Fax: (202) 362-3740
e-mail: info@cal.org
www.cal.org/cal/html/ncrcdsll.htm

The Center for Applied Linguistics (CAL) is engaged in the study of language and the application of language research to educational, cultural, and social concerns. The Center's activities include research, analysis and dissemination, curriculum and instructional materials, design and development, teacher training, technical assistance, conference sponsorship, training for multicultural workplaces, and language policy formation.

Center for Research on Education, Diversity and Excellence (CREDE)
University of California-Santa Cruz
College Eight, Room 201
1156 High Street
Santa Cruz, CA 95064
(408) 459-3500
e-mail: crede@cats.ucsc.edu
www.crede.ucsc.edu

The Center for Research on Education, Diversity and Excellence (CREDE) promotes the intellectual development, literacy, and thoughtful citizenship of language minority students, and an appreciation of the multicultural and linguistic diversity of the American people. The center also targets students who are at-risk due to geographical or ethnic obstacles.

Council for Exceptional Children (CEC)
Division for Culturally & Linguistically Diverse Exceptional Learners (DDEL)
1920 Association Drive
Reston, VA 20191-1589
(703)620-3660
www.cec.sped.org

The Council for Exceptional Children's Division for Culturally & Linguistically Diverse Exceptional Learners is dedicated to improving educational opportunities for culturally and linguistically diverse learners with disabilities and/or who are gifted, their families, and the professionals who serve them. Members receive a yearly monograph and three issues of the DDEL Newsletter.

EC Research Institute on Culturally and Linguistically Appropriate Services (CLAS)
University of Illinois at Urbana-Champaign
Board of Trustees, College of Education
801 S. Wright Street
Champaign, IL 61820
(217) 333-0960, (800) 583-4135
e-mail: clas@ericps.crc.uiuc.edu
http://clas.uiuc.edu/abtclas.html

The purpose of this project is to identify, evaluate, and promote early intervention and preschool practices that are effective, appropriate, and sensitive to children and families who are culturally or linguistically diverse.

Culturally and Linguistically Relevant Strategy Instruction for Language Minority Students with Learning Disabilities
University of Illinois
College of Education
Department of Curriculum and Instruction
Champaign, IL 61820
(217) 333-1564

This project will describe the literacy strengths and difficulties faced by language minority students with learning disabilities in grades 4 to 6, develop and refine instructional interventions for them, and disseminate the findings of this research.

Curriculum-Based Measurement: Alternative Assessment to Measure English Reading Proficiency of Bilingual Students
University of Illinois, College of Education
Department of Special Education
801 S. Wright Street
Champaign, IL 61820
(217) 333-0260

This project will investigate the reliability and validity of using a technically sound assessment procedure (curriculum-based measurement) with bilingual Hispanic students. The project will also investigate various means of promoting and enhancing the literacy acquisition of low-performing Hispanic students in elementary school who are bilingual or in the process of learning English and who have learning disabilities.

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19711
(303) 731-1600
www.reading.org/

The International Reading Association offers a variety of publications of interest to ESL educators. These include *The Reading Teacher* for elementary school teachers, *Journal of Reading* for secondary school teachers, and *Reading Research Quarterly* for scholars and researchers.

Midwest Desegregation Assistance Center
401 Bluemont Hall
1100 Mid-Campus Drive
Kansas State University
Manhattan, Kansas 66506-5327
(913) 532-6408, (800) 232-0133 ext. 6408
http://mdac.educ.ksu.edu

The Midwest Desegregation Assistance Center provides assistance in the areas of race, sex, and national origin to public school districts to promote equal educational opportunities. The staff, at the request of public school districts, can provide a variety of services including workshops, seminars, conferences, inservice training, technical assistance, and information dissemination. The Center also maintains a multicultural, multimedia resource library which provides loan materials.

National Association for Bilingual Education (NABE)
1220 L Street N.W., Suite 605
Washington, DC 20005-4018
(202) 898-1829
Fax: (202) 789-2866
e-mail: NABE@nabe.org
www.nabe.org

The National Association for Bilingual Education (NABE) pursues the implementation of policies and practices that promote equal educational opportunity for language-minority students and academic excellence for all American students. NABE publishes *NABE News* and *The Bilingual Research Journal* and distributes research materials. The organization also is involved in sponsoring conferences.

National Association of Multicultural Education (NAME)
733 15th Street, N.W., Suite 430
Washington, DC 20005
(202) 628-6263
Fax: (202) 628-6264
e-mail: nameorg@erols.com
www.inform.umd.edu/NAME/.index/table.html

The National Association of Multicultural Education (NAME) brings together professionals from all academic disciplines and from diverse educational institutes and occupations. NAME hosts a national conference and publishes Multicultural Education magazine.

National Center for Immigrant Students, National Coalition of Advocates for Students (NCAS)
100 Boylston Street, Suite 737
Boston, MA 02116-4610
(617) 357-8507

The National Center for Immigrant Students, National Coalition of Advocates for Students (NCAS) is an interactive clearinghouse and networking service that facilitates access to educational materials, organizations, and individuals concerned with the effective education of immigrant students.

National Clearinghouse for Bilingual Education (NCBE)
George Washington University
Center for the Study of Language and Education
2011 Eye Street N.W., Suite 200
Washington, DC 20006
(202) 467-0867
Fax: (800) 531-9347
e-mail: askncbe@ncbe.gwu.edu
www.ncbe.gwu.edu

The National Clearinghouse for Bilingual Education provides practitioners with information on the education of students with Limited English Proficiency. NCBE coordinates and addresses a network of federally supported projects and the needs of educators in instructing language minority students.

National Council of Teachers of English
1111 West Kenyon Road
Urbana, IL 61801
(217) 328-3870, (800) 369-6283
Fax: (217) 328-9645
www.ncte.org

The National Council of Teachers of English provides professional resources on the teaching of English and the Language Arts. The Council also publishes professional journals, including Language Arts, English Journal, and Research in the Teaching of English.

National MultiCultural Institute (NMCI)
3000 Connecticut Avenue, Suite 438
Washington, DC 20008-2556
(202) 483-0700
Fax: (202) 483-5233
e-mail: nmci@nmci.org
www.nmci.org

The National MultiCultural Institute (NMCI) strives to improve understanding and respect among people of different racial, ethnic, and cultural backgrounds. NMCI organizes conferences, offers diversity training, and maintains a multilingual mental health counseling and referral service. NMCI also develops educational resource materials.

Office of Bilingual Education and Minority Languages Affairs (OBEMLA)
U.S. Department of Education
600 Independence Ave., S.W.
Washington, DC 20202-6510
(202) 732-1843
e-mail: obemla@ed.gov
www.ed.gov/offices/OBEMLA/aboutus.html

The U. S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA) provides grants to school districts to facilitate the acquisition of English for children. The office also provides bilingual education training grants, support services, bilingual vocational training, and research on language minority students.

STORIES: Stories told by young children with disabilities, observed and fostered by recipients in inclusive settings, as the basis for a model program promoting early literacy skills that is culturally sensitive.
Lt. Joseph P. Kennedy Institute
801 Buchanan Street N.E.
Washington, DC 20017
(202) 529-7600

The primary goal of this project is to develop a linguistically rich, culturally competent, story-based, early childhood intervention model that promotes language and early literacy in young children who have developmental disabilities or who are at risk. It will increase parents' and caregivers' knowledge and understanding of early stories and their ability to foster language acquisition and early literacy in the children for whom they are caring.

Teachers of English to Speakers of Other Languages (TESOL)
1600 Cameron Street, Suite 300
Alexandria, VA 22314-2751
(703) 836-0774
Fax: (703) 836-7864
e-mail: tesol@tesol.edu
http://www.tesol.org

The Teachers of English to Speakers of Other Languages organization is concerned with the teaching of English as a second or foreign language. TESOL membership includes the following newsletters: *TESOL Matters*, *TESOL Quarterly*, and *TESOL Journal*. Membership also gives access to a job-bank file plus a variety of other services and opportunities. TESOL also distributes a wide range of resource materials.

INTERNET WEBSITES

Academic Excellence Awards
www.ed.gov/offices/OBEMLA/AcadXcel/index.html

A 50 State Survey of Requirements for the Education of Language Minority Children
www.ceousa.org/50state.html

Clearinghouse for Multicultural / Bilingual Education
www.weber.edu/mbe/htmls/mbe.html

Dave's ESL Cafe
www.eslcafe.com

Delta Systems Co., Inc.
www.delta-systems.com

English as a Second Language
wwwmbb.cs.colorado.edu/~mcbryan/bb/409/summary.html

ERIC Clearinghouse on Languages and Linguistics
www.cal.org/ericcll/

ESL Home Page
www.lang.uiuc.edu/r-li5/esl/

Foreign Language Test Database
www2.cal.org/cal/flet/

The Internet TESL Journal
www.aitech.ac.jp/~iteslj

Language Policy Web Site & Emporium
http://ourworld.compuserve.com/homepages/JWCRAWFORD/

Linguistic Funland's TESL Page: Resources for Teachers and Students of English
www.linguistic-funland.com/tesl.html

Meyer Language Lab
www.artsci.wustl.edu/~langlab/ESL.old.html

National Clearinghouse for ESL Literacy Education
www.cal.org/ncle/

The Educational Resources Information Center
www.gseis.ucla.edu/ERIC/abouteric.html

National Parent Information Network
http://npin.org/

NETEACH-L: Exploring the ESL-Internet Connection
www.ilc.cuhk.edu.hk/english/neteach/main.html

Resources for English Learners
www.cde.ca.gov/cilbranch/bien/bien.htm

Schools on the Web: Sites of Interest to Bilingual/Multicural Educators
www.ncbe.gwu.edu/classroom/bilschool.htm

Summary Report of the Survey of the States' Limited English Proficient Students and Available Educational Programs and Services 1994-1995
www.ncbe.gwu.edu/ncbepubs/seareports/94-95/index.htm

The Comenius English Language Center
www.comenius.com

Due to the evolving nature of the Internet, this list may not be comprehensive and addresses may change.

GLOSSARY

BILINGUAL EDUCATION: Encouragement of bilingualism through the teaching of regular school courses in both the national language and a second language.

ESL (ENGLISH AS A SECOND LANGUAGE): English as a foreign or non-native language.

ESOL (ENGLISH TO SPEAKERS OF OTHER LANGUAGES): English as a foreign or non-native language.

INTERPRETER: An individual who translates orally from one language into another and is proficient in English and the child's language. This individual also may play the following roles: referral source for the community, liaison with parents, communication link between staff and parents, parental advocate, "cultural gauge" for what is or is not relevant for the cultural community, source of information from parents, interpreter during assessments and meetings with parents; and translator of written summaries, reports, informal tests and checklists (Moore, 1995).

LANGUAGE DOMINANCE: The bilingual or multilingual individual's greater command of one of the languages in his/her repertoire.

LANGUAGE MINORITY: Students from a home or country where a language other than English is used (Missouri Dept. of Elementary and Secondary Education, 1998).

LIMITED ENGLISH PROFICIENT: Language minority students whose English language proficiency is below grade level in one or all of the four language modalities (Missouri Dept. of Elementary and Secondary Education, 1998).

LINGUISTICALLY AND CULTURALLY DIVERSE: Children who come from homes and communities where English is not the primary language of communication (Garcia, 1991).

NORM REFERENCED TESTS: Tests used to describe an individual's performance in relation to the performance of others on the same tests (Houston, 1995).

STANDARDIZED TESTS: Tests for which content has been selected and checked empirically, norms have been established, uniform methods of administering have been developed, and which may be scored with a relatively high degree of objectivity (Houston, 1995).

TESL: Teaching English as a second language.

TESOL: Teaching English to speakers of other languages.

TRANSLATOR: An individual who translates in written form from one language into another.

REFERENCES

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APPENDIX I

ESL SCREENING INTERVIEW CHECKLIST

Name: _____ Date: _____

School: _____

F = Fluent B = Broken U = Unable

	Oral	Written
What is your name?		
What is your address?		
What is your telephone number?		
How old are you?		
How many brothers and sisters do you have?		
What country are you from?		
What languages do you speak?		
Why did you come to America?		
What is your favorite subject in school?		
Why do you like that subject?		
Read a passage from a grade appropriate book.		

Elementary students who cannot read will be given a picture dictionary or realia to identify the following:

Colors		Family members	
Numbers		Classroom items	
Letters		Animals	

(Warrensburg School District)

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APPENDIX II

IOWA DEPARTMENT OF EDUCATION	Bureau of Instructional Services Grimes State Office Building Des Moines IA 50319-0146	**HOME LANGUAGE SURVEY**

STUDENT'S NAME

SCHOOL DISTRICT NAME	PRIMARY LANGUAGE **English**

DEAR PARENT OR GUARDIAN: In order to assist school districts to provide an equal opportunity for a meaningful education to all students, the state of Iowa requires that schools identify and report the primary languages of their students. "Primary Language" is defined as: the language the student learned when he or she first began to talk; the language that usually is spoken in the student's home, or, the language that the student usually speaks. Clearly, you are the person most qualified to provide this important information about your family's usual language. Please take a few minutes to answer the following questions, even if English is the only language usually spoken by members of your family. Your answers will remain confidential.

DIRECTIONS: For each of the following six questions, please mark, with an X, the box that shows which answer is the most appropriate. If the language usually spoken is not already printed next to one of the answer boxes, please check the box labeled "OTHER", and write the name of the usual language into the space provided. For example, in answer to Question 2, if your child, whose name appears at the top of this form, normally speaks Japanese at home, you would check the "OTHER" box and write "JAPANESE" in the space provided.

1. What language did your child speak when he or she first began to talk?
   - ☐ English
   - ☐ Other _____
2. What language does your child speak most often at home?
   - ☐ English
   - ☐ Other _____
3. What language does your child speak most often with his or her friends?
   - ☐ English
   - ☐ Other _____
4. What language do YOU use most often when speaking to your child?
   - ☐ English
   - ☐ Other _____
5. What language do YOU use most often when speaking to YOUR friends?
   - ☐ English
   - ☐ Other _____
6. What language do other family members in your home usually use when speaking to each other?
   - ☐ English
   - ☐ Other _____

SIGNATURE: Please sign the completed **Home Language Survey** and have your child return it to his or her teacher.

SIGNATURE _____ DATE _____

IOWA DEPARTMENT OF EDUCATION	Bureau of Instructional Services Grimes State Office Building Des Moines IA 50319-0146	**HOME LANGUAGE SURVEY**

STUDENT'S NAME

SCHOOL DISTRICT NAME	PRIMARY LANGUAGE **French**

CHER PARENT OU TUTEUR: La Loi de Iowa exige que les écoles comptent et rapportent les langues maternelles de leurs élèves pour aider les districts scolaires à donner à tous les élèves la même opportunité d'obtenir une éducation significative. "Langue maternelle" est définie comme: la langue que l'élève a appris quand il ou elle a commencé à parler; la langue qu'on parle normalement à la maison de l'élève, ou, la langue que l'élève parle normalement. Evidemment, vous êtes la personne la plus capable de fournir cette information importante au sujet de la langue habituelle de votre famille. Prenez,s'il vour plaît, quelques minutes pour répondre aux questions suivantes, même si l'anglais est la seule langue que les membres de votre famille parle normalement. Vos résponses demeureront confidentielles.

INSTRUCTIONS: Pour chacunes des six questions suivantes, marquez, s'il vous plaît, le carré avec la réponse la plus appropriée. Si la langue qu'on parle normalement n'est pas déjà imprimée à côté d'une des carrés de réponse marquez, s'il vous plaît, le carré qui est désigné sous la reubrique d'"AUTRE" et écrivez le nom de la langue habituelle dans l'espace fourni. Par exemple, si votre enfant, dont le nom apparaît à la partie supérieure de ce formulaire parle normalement japonais à la maison, vous vous marqueriez le carré "AUTRE" comme la réponse à la question no. 2 et vous écririez "Japonais" dans l'espace fourni.

1. Quelle langue est-ce que votre enfant a parlé quand il ou elle a commencé à parler?
   - ☐ Français
   - ☐ Anglais
   - ☐ Autre _____

2. Quelle langue est-ce que votre enfant parle le plus souvent chez vous?
   - ☐ Français
   - ☐ Anglais
   - ☐ Autre _____

3. Quelle langue est-ce que votre enfant parle le plus souvent avec ses amis?
   - ☐ Français
   - ☐ Anglais
   - ☐ Autre _____

4. Quelle langue utilisez-vouz le plus souvent quand vous parlez à votre enfant?
   - ☐ Français
   - ☐ Anglais
   - ☐ Autre _____

5. Quelle langue utilisez-vous le plus souvent quand vous parlez à vos amis?
   - ☐ Français
   - ☐ Anglais
   - ☐ Autre _____

6. D'habitude, quelle langue est-ce que les autres membres de votre famille utilisent quand ils se parlent, l'un à l'autre?
   - ☐ Français
   - ☐ Anglais
   - ☐ Autre _____

SIGNATURE: Signez, s'il vous plaît,la questionnaire au sujet de la langue familiale que vous avez rempli, et renvoyez-la avec votre enfant à son instituteur ou son institutrice.

_____ SIGNATURE

_____ DATE

IOWA DEPARTMENT OF EDUCATION	Bureau of Instructional Services Grimes State Office Building Des Moines IA 50319-0146	HOME LANGUAGE SURVEY

STUDENT'S NAME

SCHOOL DISTRICT NAME	PRIMARY LANGUAGE Hmong

NYOB ZOO COV NIAM TXIV LOS PUAS TUS TSWJ: Yog yuav kom kev kawm ntawv no muaj sib txig pub rau txhua tug me nyuam kawm ntawv, raws li txoj kevcai nyob hauv Iowa tau hais tias txhua lub tsev kawm ntawv yuav tsum tau suav thiab qhia txog nws cov me nyuam kawm ntawv thawj yam lus. " Thawj yam lus" muaj xws li no: yam lus uas tus me nyam xub paub hais, yam lus uas tus me nyuam nyiam hais nyob tom tsev, los yog yam lus uas tus me nyuam yeej nyiam hais. Paub tseeb tias koj yog tug yuav-paub tebtau cov lus tseem ceeb no, uas yog cov lus uas koj tsev neeg nyiam hais yog li thiaj thov kom koj pab nrhiav sij hawm los teb cov lus nug ntawm no, txawm yog hais tias nej hais lus as kiv xwb los siv. Nej cov lus teb yuav raug khaws tseg tsis pub lwm tus paub.

TAW KEV: Txhua nqe lus nug nram no yog nqe twg raug tshaj plaws, kom sau zoo li no X , thiaj li paub tias nqe twg nqe raug zoo tshaj. Yog tias yam lus uas koj tus me nyuam hais ntawd tsis muaj nyob hauv no kom koj sau X rau qhov tias " LUM YAM", piv xam tias koj tus me nyuam ua muaj npe nyob saum no nws nyiam hais lus zij pee nuob tom tsev, koj yuav tau sau rau lub ceeb lus nug ntawd es sau tias "ZIJ PEE" rau kab ntawd

1. Yam lus dab tsi koj tus me nyuam xub paub hais?
   - ☐ Lus Askiv
   - ☐ Lwm Yam lus _____

2. Yam lus dab tsi koj tus me nyuam nyiam hais tshaj nyob tom tsev?
   - ☐ Lus Askiv
   - ☐ Lwm Yam lus _____

3. Yam lus dab tsi koj tus me nyuam si nrog nws cov phooj ywg tham ntau tshaj?
   - ☐ Lus Askiv
   - ☐ Lwm Yam lus _____

4. Yam lus dab tsi koj siv nrog koj tus me nyuam tham ntau tshaj?
   - ☐ Lus Askiv
   - ☐ Lwm Yam lus _____

5. Yam lus dab tsi koj siv rog koj cov phooj ywg tham ntau tshaj?
   - ☐ Lus Askiv
   - ☐ Lwm Yam lus _____

6. Yam lus dab tsi koj tsev neeg nyiam siv sib tham?
   - ☐ Lus Askiv
   - ☐ Lwm Yam lus _____

SAU NPE: Sau koj lub npe rau daim ntawv uas tau teb tag los ntawm no es muab rau koj tus me nyuam xa rov gab mus rau nws tus xib hwb tom tsev kawm ntawv.

_____ Sau npe

_____ Hnub

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IOWA DEPARTMENT OF EDUCATION	Bureau of Instructional Services Grimes State Office Building Des Moines IA 50319-0146	**HOME LANGUAGE SURVEY**

STUDENT'S NAME

SCHOOL DISTRICT NAME

PRIMARY LANGUAGE
German

AN DIE ELTERN ODER ERZIEHUNGSBERECHTIGTEN: Um Schulbenhörden zu helfen, allen Schülern/Schülerinnen einen gleichberechtigten Anlass zu einer sinnvollen Schulausbildung zu gewährleisten, ist es nach dem Gesetz (Iowa Law) notwendig, dass Schulbehörden die Hauptsprachen der Schüler/-innen zählen und berichten. Unter "Hauptsprache" ist zu verstehen: a. die Sprache, die das Kind erlernte, als es zu sprechen anfing; b. die Sprache, die gewöhnlich zu Hause gesprochen wird, oder c. die Sprache, die der Schüler/die Schülerin gewöhnlich spricht. Selbstverständlich sind Sie am besten in der Lage, diese wichtigen Informationen über die übliche Sprache Ihrer Familie zu erteilen. Daher bitten wir Sie, diesen Fragebogen sorgfaltig auszufüllen, auch wenn Englisch die einzige Sprache ist, die Gewöhnlich von Familienangehörigen gesprochen wird. Ihre Antworten werden vertraulich behandelt.

ANWEISUNGEN: Kreuzen Sie bitte Ihre jeweilige Antwort zu jeder der folgenden sechs Fragen im Kästchen X an. Falls die Sprache, die gewöhnlich gesprochen wird, hinter keinem kästchen steht, wählen Sie das Kästchen "Andere Sprache" und geben Sie dahinter die Sprache an. Zum Beispiel, wenn das Kind, dessen Name oben eingetragen ist, normalerweise zu Hause Japanisch spricht, würden Sie in Frage Nr. 2 das Kästchen "Andere Sprache" ankreuzen und das Wort "Japanisch" in die zur Verfügung stehende Lücke einfüllen.

1. Welche Sprache sprach Ihr Kind, als es zu sprechen anfing?
   - ☐ Deutsch
   - ☐ Englisch
   - ☐ Andere Sprache: _____

2. Welche Sprache spricht Ihr Kind meistens zu Hause?
   - ☐ Deutsch
   - ☐ Englisch
   - ☐ Andere Sprache: _____

3. Welche Sprache verwendet Ihr Kind meistens im Kreise von Freunden?
   - ☐ Deutsch
   - ☐ Englisch
   - ☐ Andere Sprache: _____

4. Welche Sprache gebrauchen Sie meistens, wenn Sie sich mit Ihrem Kind unterhalten?
   - ☐ Deutsch
   - ☐ Englisch
   - ☐ Andere Sprache: _____

5. Welche Sprache sprechen Sie meistens bei einer Unterhaltung mit Ihren Freunden?
   - ☐ Deutsch
   - ☐ Englisch
   - ☐ Andere Sprache: _____

6. Welche Sprache sprechen andere Familienangehörigen meistens unter sich zu Hause?
   - ☐ Deutsch
   - ☐ Englisch
   - ☐ Andere Sprache: _____

UNTERSCHRIFT: Unterschreiben Sie, bitte, diesen ausgefüllten Fragebogen und bitten Sie Ihr Kind, ihn an den Klassenlehrer/die Klassenlehrerin zurückzubringen.

UNTERSCHRIFT _____ DATUM _____

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IOWA DEPARTMENT OF EDUCATION	Bureau of Instructional Services Grimes State Office Building Des Moines IA 50319-0146	HOME LANGUAGE SURVEY

STUDENT'S NAME

SCHOOL DISTRICT NAME	PRIMARY LANGUAGE
	Lao

ທ່ານພໍ່ແມ່ຫຼືຜູ້ປົກຄອງນັກຮຽນທີ່ຮັກແພງ: ເພື່ອຈະຊ່ວຍໝວດໂຮງຮຽນປະຈຳເມືອງຈັດໃຫ້ນັກຮຽນທັງໝົດມີໂອກາດໄດ້ສຶກສາຮຽນຮູ້ ສະເໝີພາບກັນໂດຍເຫັ່ງໜ້ໃຈ, ຣັຖ ໄອໂອວາ ຈຶ່ງສັ່ງໃຫ້ທາງໂຮງຮຽນແຈ້ງບອກແລະລາຍງານກ່ຽວກັບພາສາຄ້ຳຂອງພວກນັກຮຽນ. ພາສາຄ້ຳ ຄື: ພາສາທີ່ນັກຮຽນເວົ້ົ້ມຄົ້ນຮຽນປາກຫຳອິດ; ພາສາຊຶ່ງນັກຮຽນເຄີຍ ປາກຢູ່ບ້ານ ຫລື ພາສາຊຶ່ງນັກຮຽນ ຄົງປາກເປັນປົກຕິ. ແນ່ນອນ ຕ້ອງແມ່ນ ທ່ານ ເທ່ົ່ານັ້ນກ່ອນໝູ່ທີ່ສາມາດໃຫ້ຮູ້ເຮື່ອງສຳຄັນກ່ຽວກັບພາສາທີ່ໃຊ້ປະຈຳຢູ່ບ້ານຂອງທ່ານ.ກະຣຸນາສະລະເວລາຈັກນ້ອຍຕອບຄຳຖາມດັ່ງຕໍ່ໄປ ນີ້. ເຖິງແມ່ນວ່າພາສາອັງກິດຈະເປັນພາສາ ຖ້ວຍທີ່ໃຊ້ຢູ່ໃນຄອບຄົວຂອງທ່ານກໍ່ຕາມ. ຄຳຕອບຂອງທ່ານຈະຖືໄວ້ເປັນຄວາມລັບ.

ຄຳແນະນຳ: ສຳລັບແຕ່ລະຄຳຖາມໃນຫົກຂໍ້ຕໍ່ໄປນີ້ ຈົ່ງໝາຍເຄື່ອງໝາຍ X ໃສ່ໃນຮູບສີ່ຫລ່ຽມເພື່ອຊີ້ບອກວ່າຄຳຕອບນັ້ນຖືກຕ້ອງ. ຖ້າວ່າພາສາທີ່ໃຊ້ເປັນປົກຕິບໍ່ໄດ້ຂຽນຈຳກັດໃສ່ຮ້ວຽນສີ່ຫລ່ຽມ ຈົ່ງໝາຍໃສ່ຮູບທີ່ຂຽນວ່າ " ພາສາອື່ນ " ພ້ອມດ້ວຍຂຽນຊື່ພາສາໃສ່ທ່ີ່ງເສັ້ນ ຍືດໄວ້. ຕົວຢ່າງລູກຂອງທ່ານຊຶ່ງມີຊື່ຢູ່ຂ້າງບົນນີ້ເວົ້າພາສາຍີ່ປຸ່ນຢູ່ບ້ານເປັນປະຈຳ ທ່ານຄວນໝາຍໃສ່ບ່ອນ " ພາສາອື່ນ " ແລະ ຂຽນຄຳ "ພາສາ ຍີ່ປຸ່ນ " ໃສ່ບ່ອນວ່ງທ່ີ່ຍືດໄວ້.

໑. ລູກຂອງທ່ານປາກພາສາໃດຍັງເມື່ອເຂົ້ົ້າເວົ້ົ້ມຮຽນປາກຄ້ັ້ງທຳອິດ?
☐ ພາສາອັງກິດ
☐ ພາສາອື່ນ _____

໒. ລູກຂອງທ່ານປາກພາສາໃດຍັງເວ້ົ້ອຍໜ້ວຍກວ່າໝູ່ຢູ່ບ້ານ ?
☐ ພາສາອັງກິດ
☐ ພາສາອື່ນ _____

໓. ລູກຂອງທ່ານປາກພາສາໃດຍັງເວ້ົ້ອຍໜ້ວຍກວ່າໝູ່ກັບໝູ່ເພ່ືອນຂອງເຂົ້ົ້າ ?
☐ ພາສາອັງກິດ
☐ ພາສາອື່ນ _____

໔. ທ່ານໃຊ້ພາສາໃດຍັງເວ້ົ້ອຍໜ້ວຍກວ່າໝູ່ເມື່ອປາກກັບລູກຂອງທ່ານ ?
☐ ພາສາອັງກິດ
☐ ພາສາອື່ນ _____

໕. ທ່ານປາກພາສາໃດຍັງເວ້ົ້ອຍໜ້ວຍກວ່າໝູ່ເມື່ອປາກກັບໝູ່ເພ່ືອນຂອງທ່ານ ?
☐ ພາສາອັງກິດ
☐ ພາສາອື່ນ _____

໖. ຄົນອື່ນໆໃນສະມາຊິກຄອບຄົວຂອງທ່ານ ປົກຕິເຄີຍໃຊ້ພາສາໃດຍັງ ເມື່ອເວ້ົ້ົ້ານຳກັນ ?
☐ ພາສາອັງກິດ
☐ ພາສາອື່ນ _____

ລາຍເຊັ້ນ: ກະຣຸນາເຊັ້ນຊື່ຈິງໃນ "ໃນສຳເລ ການໃຊ້ພາສາໃນບ້ານ "ເມື່ອຕອບໝົດຮຽບຮ້ອຍ ແລະ ໃຫ້ ລູກຂອງທ່ານນຳສິ່ງໃຫ້ນາຍຄູຂອງເຂົ້ົ້າ

_____ _____
ລາຍເຊັ້ນ ວັນທ

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Iowa Department of Education	Bureau of Instructional Services Grimes State Office Building Des Moines IA 50319-0146	HOME LANGUAGE SURVEY

STUDENT'S NAME

SCHOOL DISTRICT NAME

PRIMARY LANGUAGE
Serbo-Croatian

DRAGI RODITELJU ILI STARATELJU: U namjeri da pruzi jednake mogucnosti valjanog obrazovanja svim ucenicima, drzava Iowa zahtjeva od svake skole da ustanovi kojim jezikom se ucenici sluze kao primarnim. "Primarni jezik" se definise kao jezik koji je ucenik naucio kada je tek progovorio; jezik koji se obicno govori u kuci ucenika, ili, jezki koji ucenik obicno govori. Ocigledno je da ste vi osoba koja je najpozvanija da pruzi vazne informacije o jeziku vase porodice. Molimo vas, odvojite malo vremena za odgovore na postavljena pitanja, cak i ako je engleski jezik jedini koji se u vasoj porodici govori. Vasi odgovori ce ostati strogo povjerljivi.

UPUTSTVO: Molimo vas da stavite X u kvadrat za koji mislite da predstavlja najtacniji odgovor . Ako naziv vaseg jezika nije upisan, molimo vas da stavite X u kvadrat oznacen sa " DRUGI" i da upisete naziv jezika koji obicno govorite. Na primjer, u odgovoru na Pitanje 2, ukoliko vase dijete, cije ime je upisano na vrhu ovog obrasca, kod kuce obicno govroi japanski jezik, vi cete upisati X u kvadrat oznacen sa "DRUGI" te upisati "japanski" u predvidjeni prostor.

1. Koji je jezik vase dijete govorilo kad je tek pocelo da govori?
   - ☐ Engleski
   - ☐ Drugi _____

2. Koji jezik vase dijete najcesce govori kod kuce?
   - ☐ Engleski
   - ☐ Drugi _____

3. Koji jezik vase dijete najcesce govori kad je sa prijateljima?
   - ☐ Engleski
   - ☐ Drugi _____

4. Koji jezik VI najcesce govorite sa vasim djetetom?
   - ☐ Engleski
   - ☐ Drugi _____

5. Koji jezik VI najcesce govorite sa VASIM prijateljima?
   - ☐ Engleski
   - ☐ Drugi _____

6. Koji jezik najcesce medjusobno govore ostali clanovi vase porodice?
   - ☐ Engleski
   - ☐ Drugi _____

POTPIS: Molimo vas da potpisete kompletirani **Pregled jezika koji se govori** u kuci i date ga vasem djetetu kao bi ga ono odnijelo nastavniku.

_____ 41 _____

POTPIS DATUM

IOWA DEPARTMENT OF EDUCATION	Bureau of Instructional Services Grimes State Office Building Des Moines IA 50319-0146	**HOME LANGUAGE SURVEY**

STUDENT'S NAME

SCHOOL DISTRICT NAME	PRIMARY LANGUAGE **Spanish**

ESTIMADO PADRE O GUARDIAN DE FAMILIA: Para ayudar a los distritos escolares a dar a todos sus estudiantes una oportunidad igual con una educación apropriada, la ley de Iowa exige que las escuelas cuenten y reporten al Estado los idiomas primarios de los estudiantes. El "idioma primario" se define como: el primer idioma que el estudiante aprendió a hablar; el idioma que generalmente se habla en la casa del estudiante, ó, el idioma que el estudiante habla generalmente. Como usted es la persona que mejor conoce a su familia y el idioma que generalmente habla le pedimos unos minutos de su tiempo para contestar las siguientes preguntas. Las respuestas serán confidenciales.

DIRECCIONES: Para cada una de las siguientes seis preguntas, ponga una "X" en el cuadro que indica la respuesta más apropriada. Si el idioma que generalmente habla no está en uno de los cuadros, ponga una "X" en el cuadro marcado "Otro", y escriba en la linea el nombre del idioma que generalmente habla. Por ejemplo, para contestar la pregunta número dos, si su hijo ó hija habla japonés más a menudo en casa, marcaría Ud. el cuadro "Otro" y escribiría "japonés" en la línea.

1. ¿Qué idioma habló su hijo ó hija cuando primero aprendió a hablar?
   - ☐ Español
   - ☐ Inglés
   - ☐ Otro: _____

2. Cuando está en casa, ¿qué idioma habla su hijo ó hija con más frecuencia?
   - ☐ Español
   - ☐ Inglés
   - ☐ Otro: _____

3. ¿Qué idioma habla su hijo ó hija más a menudo cuando habla con sus amigos?
   - ☐ Español
   - ☐ Inglés
   - ☐ Otro: _____

4. ¿Qué idioma habla usted normalmente con su hijo ó hija?
   - ☐ Español
   - ☐ Inglés
   - ☐ Otro: _____

5. ¿En qué idioma habla usted con más frecuencia con los amigos de usted?
   - ☐ Español
   - ☐ Inglés
   - ☐ Otro: _____

6. ¿Qué idioma hablan con más frecuencia los otros familiares de Ud. en su casa, el uno con el otro?
   - ☐ Español
   - ☐ Inglés
   - ☐ Otro: _____

SUBSCRIPCION: Haga el favor de firmar este Censo de Idiomas cuando haya contestado las preguntas y envíelo con su hijo ó hija a la escuela.

_____ firma

_____ fecha

IOWA DEPARTMENT OF EDUCATION	Bureau of Instructional Services Grimes State Office Building Des Moines IA 50319-0146	HOME LANGUAGE SURVEY

STUDENT'S NAME

SCHOOL DISTRICT NAME

PRIMARY LANGUAGE
Vietnamese

QUÍ VỊ PHỤ HUYNH HOẶC QUÍ VỊ GIÁM HỘ : Nhằm mục đích giúp đỡ các khu học chính cung ứng một nền giáo dục đồng đều và đầy đủ ý nghĩa cho tất cả các em học sinh, luật tiểu bang Iowa qui định rằng các trường học xác nhận và phúc trình những ngôn ngữ mẹ đẻ của học sinh . " Ngôn ngữ mẹ đẻ "được định nghĩa là : ngôn ngữ mà học sinh nói khi chúng bắt đầu học nói , ngôn ngữ các em thường nói ở nhà hoặc là ngôn ngữ các em thường nói nhiều nhất . Hẳn nhiên qui vị phụ huynh là người có đủ thẩm quyền nhất trong việc phổ biến ngôn ngữ thường dùng trong gia đình. Thỉnh cầu qui vị dành một ít thời giờ để trả lời những câu hỏi dưới đây, cho dù nếu Anh ngữ là ngôn ngữ duy nhất mà những người ở trong gia đình qui vị thường nói, Các câu trả lờicủa qui vị sẽ được giữ kín.

LỜI CHỈ DẪN : Trong sáu câu hỏi dưới đây, yêu cầu qui vị đánh dấu X vào ô trả lời thích hợp nhất . Nếu ngôn ngữ thường dùng không có ở những ô trả lời qui vị hãy đánh dấu vào ô "Ngôn Ngữ Khác "và điền tên ngôn ngữ thường dùng vào chỗ trống . Thí dụ, ở phần trả lời cho câu hỏi số 2, nếu con em qui vị , có tên ở phần trên của mẫu này, thường nói tiếng nhật ở nhà, qui vị đánh dấu vào ô "Ngôn Ngữ Khác "rồi điền vào " TIẾNG NHẬT " ở chỗ trống.

1. Ngôn ngữ nào con em qui vị nói khi chúng bắt đầu mới học nói?
   - ☐ Anh Ngữ
   - ☐ Ngôn Ngữ khác_____

2. Ngôn ngữ nào con em qui vị thường nói ở nhà?
   - ☐ Anh Ngữ
   - ☐ Ngôn Ngữ khác_____

3. Ngôn ngữ nào con em qui vị thường nói khi trò chuyện cùng bạn bè của chúng?
   - ☐ Anh Ngữ
   - ☐ Ngôn Ngữ khác_____

4. Ngôn ngữ nào qui vị thường nói khi trò chuyện cùng với con em qui vị?
   - ☐ Anh Ngữ
   - ☐ Ngôn Ngữ khác_____

5. Ngôn ngữ nào qui vị thường nói khi trò chuyện với bạn bè của qui vị?
   - ☐ Anh Ngữ
   - ☐ Ngôn Ngữ khác_____

6. Ngôn ngữ nào những người khác trong gia đình qui vị thường nói khi trò chuyện với nhau?
   - ☐ Anh Ngữ
   - ☐ Ngôn Ngữ khác_____

CHỮ KÝ: Khi hoàn tất bản THỐNG KÊ NGÔN NGỮ DÙNG Ở NHÀ, cho con em qui vị nộp lại cho các cô thầy giáo.

Chữ ký _____ Ngày _____